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ABSTRACT

This unit is designed to help first grade students understand the broad concept of community. The students experience a variety of in-class and field trip activities that will expose them to communities. The students observe and compare both natural and human-designed communities. Learning activities include pantomimes, listening activities, kinesthetic activities, and a variety of vocabulary and concept discussions and games. This set of documents includes an overview, objectives, and four sections of activities designed around the life and community of a wood duck. Appendices include the 4Mat model, an application of this unit to the 4Mat model, a cognitive pre/posttest, a student book, a glossary, a discussion of scheduling considerations, and parent permission form. The field trip guide covers practical matters, subject matter, instructional suggestions, and wrap-up activities for a bus trip to the Nature Center of Lee County, Florida. (CW)

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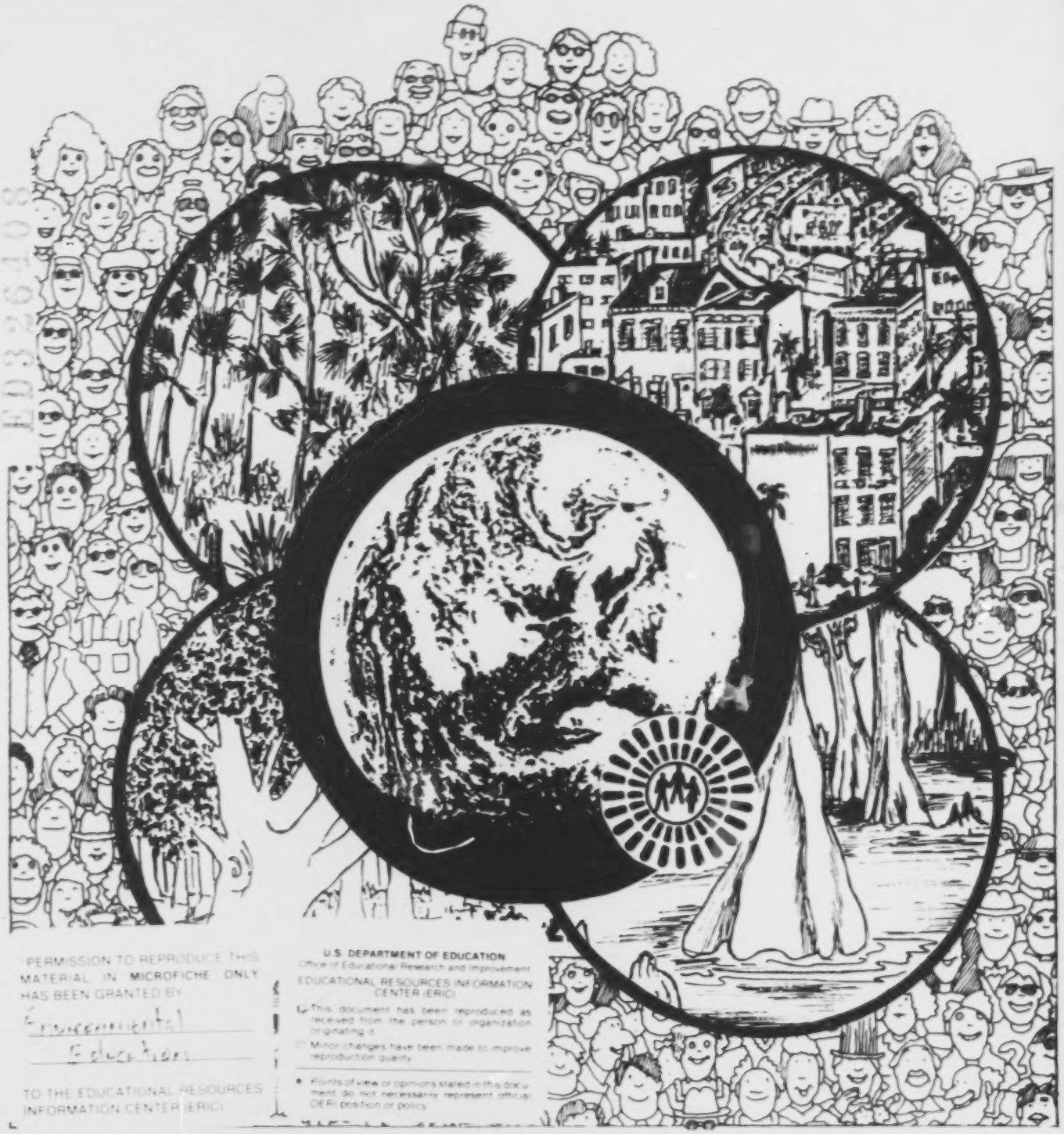

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COMMUNITIES

TEACHER EDITION

COMMUNITY STUDY UNIT

GRADE 1

LEE COUNTY SCHOOLS

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Overview

This unit is designed to help first grade students understand the broad concept of community. The students will experience a variety of in-class and field trip activities that will expose them to several Lee County communities. They will be observing and comparing both natural and human-designed communities.

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CONTINUUM CONNECTIONS

LANGUAGE ARTS

1R1 Demonstrate enthusiasm for becoming a reader by recognizing that books can be used to provide pleasure and extend knowledge.

1R2 Listen to obtain pleasure from conversation, stories, music, and poetry.

1R5 Use listening skills to answer specific questions in content areas.

1R6 Recognize multiple meanings of frequently used words.

1R18 Associate familiar words with words of opposite meanings.

1R19 Recognize regular plural ending "s" and orally attach to words.

1R22 Recognize ('s) possessive form.

1R25 Determine the meaning of simple sentences that contain negative words.

1R26 Recognize the best title or main idea consistent with reading level.

1R27 Answer literal comprehension questions - who, what, where, how - consistent with reading level.

1R28 Determine appropriate sequential order of pictures, letters, and numerals.

1R29 Follow oral directions.

1R33 Recognize unreal situations in selections. Read to class.

1R34 Identify and discuss the meanings of illustrations.

1W1 Express ideas and feelings through facial expressions, paintings, and drawings.

1W4 Dictate a simple declarative sentence.

1W7 Determine common attributes of the members of a group.

1W8 Draw pictures to tell a story and dictate a story based on the pictures.

MATH

4 Specify ordinal position.

6 Express the relationship between two numbers by using "greater than" or "less than."

13 Identify shapes.

SOCIAL STUDIES

9 Describe distances, directions, and relationships, using the terms near, far, up, down, in front of, behind, large, and small.

13 Identify picture symbols of buildings, trees, mountains, etc., on simple maps. Use picture symbols to identify specific items on a map of the classroom or the school.

15 Identify Fort Myers as a place of residence and a community.

17 Discuss general climate and weather of southwest Florida (temperature, rain). Keep a class record of the weather.

19 Discuss and identify natural resources (oil, water, soil, etc.).

22 Discuss items that are essential human needs (food, water, shelter, etc.).

SCIENCE

1SCI1 Recognize that plants are living things which have different needs to grow.

1SCI2 Discover that plants are useful resources.

1SCI4 Recognize that the five senses hold both a useful and a pleasurable role in our daily lives.

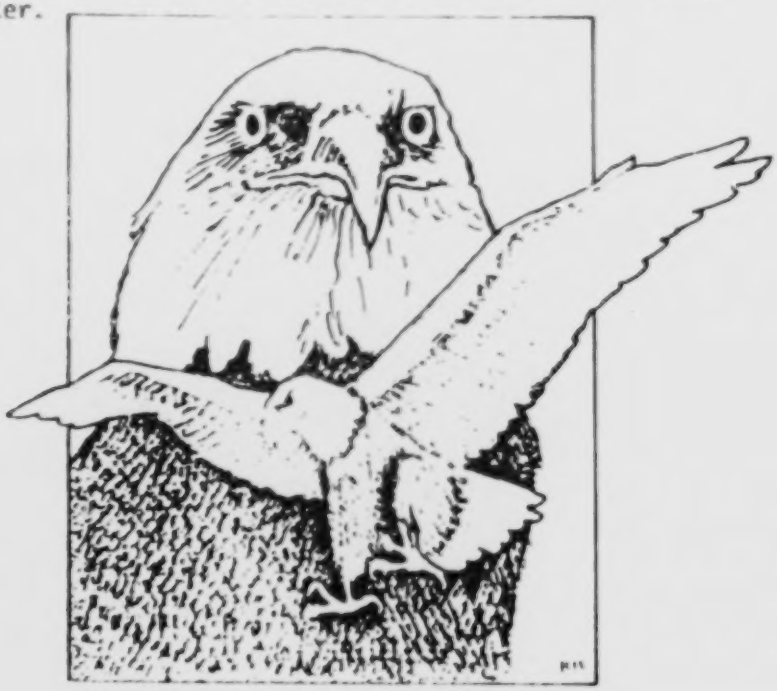
1SCI11 Develop an understanding of the sun.

1SCI12 Recognize how weather conditions relate to our seasons.

1SCI13 Recognize how weather conditions affect our environment.

1SCI14 Develop a caring attitude toward the environment and understand how pollution affects it.

1SCI19 (Fundamental) Classify objects as living or non-living matter.



CONCEPTS

1. All living things need sun, air, water, and soil.
2. All living things need special places to live.
3. A Community is the plants, animals, and non-living things found together in the same place.

OBJECTIVES

The students will be able to:

1. identify three or more things that people or other animals need to live;
2. identify three or more things that plants need to live;
3. recognize at least three of the following communities:

mangrove swamp	hammock
marsh	pine flatwoods
pond	cypress swamp
human-designed	

4. recognize two animals that might live in each community;
5. recognize the most common plant found in each community.

Introduction

The purpose of the first grade community study unit is to develop student awareness of a variety of local communities. Students may visit a cypress swamp, mangrove swamp, pine flatwoods, hardwood hammock, pond, or marsh. Children will also visit a suburban or urban neighborhood.

The unit provides opportunities for students to learn that individuals have unique needs and requirements by looking at a variety of communities through the eyes of a young wood duck who is looking for a home.

Student learning experiences include pantomimes, listening activities, kinesthetic activities, and a variety of vocabulary and concept discussions and games. A Treasure Map and a game of Animal Guess help students to learn more about communities. Drawing and speaking activities allow students to demonstrate what they have learned. Students share what has been learned about communities in class and on the field trip through art, charades, and discussions.

THE LITTLE WOOD DUCK

The little wood duck has had a long journey. She has just flown down to Florida for the winter. Now she must look for a home. The little wood duck cannot live just anywhere. She needs a very special place to live - a place with just the right kind of food and just the right kind of shelter.

It will not be easy for the little wood duck to find a home. She may have to search many places.

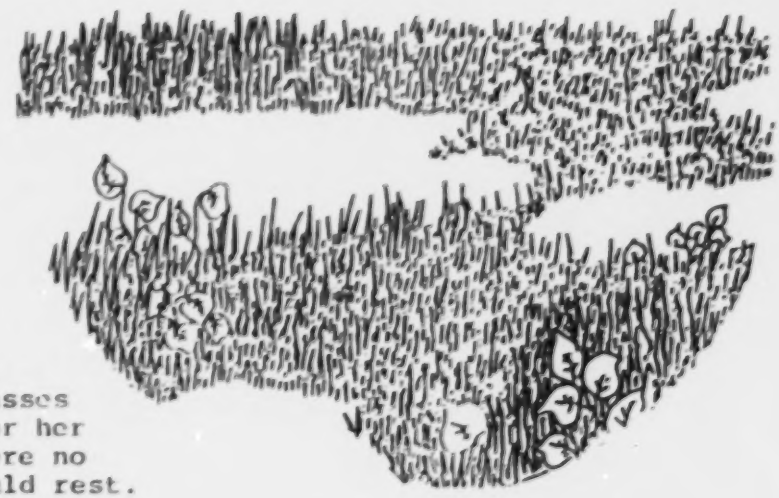
The first place the little wood duck looked for a home was in a mangrove swamp. She looked around and saw the strangest trees! Mangrove trees have roots that look like legs and hold the tree up over the water.

"My, what funny looking trees I see," the little wood duck thought to herself. "I have never seen any trees that look like these. But that is all right. There is plenty of cool refreshing water to swim in and to drink."

"I am hungry now," thought the little wood duck, "I wonder what I can eat." She nibbled

on some seeds from a mangrove tree but they were too tough. She nibbled and nibbled and nibbled, but she couldn't bite through them. The little wood duck decided that she would at least have a drink of cool water. She flew down to the water and took a big sip. The water was very salty! It stung her little eyes and made her mouth taste just awful.

"I cannot live here," the little wood duck cried. She would have to look elsewhere for a home.



The little wood duck flew high up into the sky. After a while she flew over a large marshy area. It was like a large, wet, grassy field. There were many grasses and water plants for her to eat but there were no trees where she could rest.

"I must have a tree to make my home," she thought. "How can I build a nest without a tree?" So, the little wood duck flew away from the marsh. She would have to look elsewhere for a home.

The tired little wood duck flew high into the sky. She flew and flew, far away from the marsh. Before long the little wood duck realized that she was flying over a large forest. The forest was made of many trees with large, wide, green leaves.

"What a beautiful forest!" the little wood duck thought and she flew down to a branch of a large tree. She was in a

woods called a hammock. She liked the hammock because it was cool and shady.

The little wood duck looked all around her in the hammock and realized that she was in an oak tree. The oak tree was filled with ripe acorns, and acorns were one of the little wood duck's favorite foods.

"Oh, I am so hungry!" thought the little wood duck. "What a wonderful place to find food!" She gobbled down acorn after acorn after acorn. When the little wood duck was finished eating she became very, very thirsty. She looked around for water, but there was none to be found.

"I must have water to drink. I cannot live in an oak hammock if there is no water for me to drink," thought the little wood duck.

So, the little wood duck flew out of the oak hammock to look for a home where she would have plenty of water, food, and a hollow tree in which to live.

The little wood duck had not flown very long when she came to a pine flatwoods. A pine flatwoods is a dry woody area with lots of pine trees. The little wood duck landed in one of the old pine trees. She was so tired that she soon fell sound asleep.

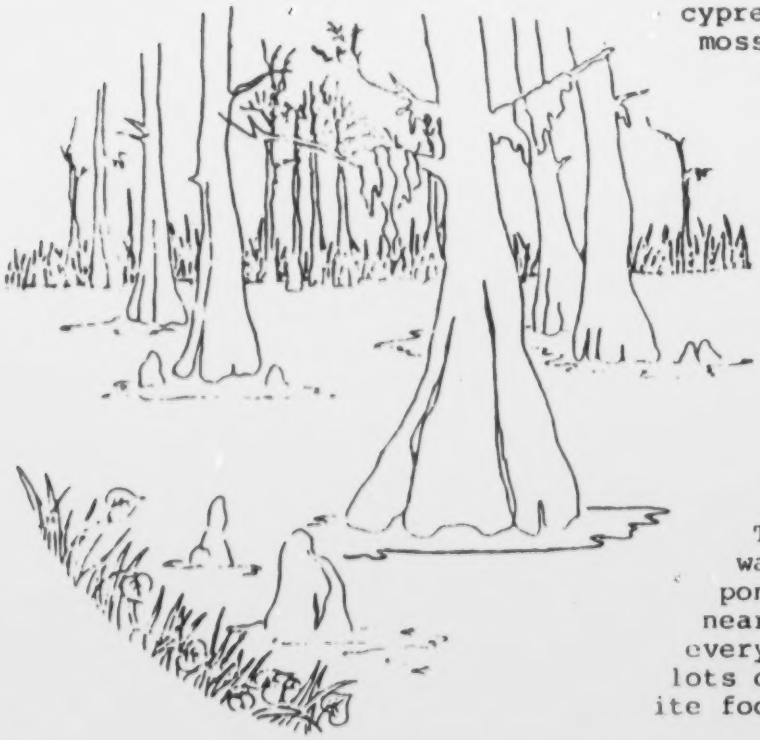
The little wood duck dreamed about finding her home. In her dream she found a large open pond with tall cypress trees all around it. In the pond she ate all the water plants that she wanted. She drank and swam in the cool, clear, fresh water.

In her dream the little wood duck saw that there were several other wood ducks in the pond. Everyday she played and splashed around with the other wood ducks in the water. The little wood duck especially liked one male wood duck. How handsome he looked with his bright, colorful feathers of white and green and purple! The two of them would often eat and play and fly together.

The two little wood ducks decided that they would build a nest in a tall cypress tree and raise a family of baby wood ducks. It was a very nice dream.

Suddenly the little wood duck woke up to loud crackling, popping, crashing sounds. The pine flatwoods was on fire all around her. The poor little wood duck could hardly see through the burning pine flatwoods. On and on the little wood duck flew. She flew and flew until she was over some trees that looked very familiar to her.

"I remember seeing these trees!" she cried with a quack, quack! "These are cypress trees. I dreamed about this kind of tree. My home must be nearby!"



The little wood duck was flying over a cypress swamp. She saw many beautiful tall cypress trees with gray Spanish moss hanging on their branches. In the center of the cypress swamp there was a sight that made her heart beat faster. It was a beautiful open pond with cypress trees all around. All the things the little wood duck needed for her home were there.

"I see fresh water for me to drink," she thought happily. "There are many fine cypress trees in which to build a nest. There are plenty of seeds and water plants growing in the pond. There are even acorns nearby, so I can find food everyday." She also noticed lots of mosquito larvae, a favorite food of baby wood ducks.

But, most of all, the little wood duck was happy because in the middle of the pond there were several other wood ducks swimming, playing, and eating. So, the little wood duck flew down to meet all her new friends. She had found a winter home at last. She even thought that things looked so good in this cypress community that she might not fly back north, but might stay with these wood ducks who live in Florida all year long. "I will see," she thought, ... "a wonderful home at last."

A Reason for Learning

Section 1

The activities in this section should provide students with experiences that directly link the unit concepts with their personal life experiences. Students must also have a chance to discuss those connections with one another. In this initial phase of the unit students should discover a reason for learning the instructional concepts.

1. THE LITTLE WOOD DUCK

All animals need a special place to live. Read the story called The Little Wood Duck to the class. The story is about the trials and tribulations of a little wood duck in search of a home. Most of the communities that the little wood duck searches are inappropriate for her home. Finally she comes upon a pond community where all her requirements for survival can be met, and she is very happy.

To sight a wood duck in Lee County is, for most people, a rare experience; rare - not so much because there are few wood ducks, but because of the habitat in which the wood duck lives. Wood ducks need freshwater pond, lake, or stream habitats, and most people spend very little time in these types of communities.

Wood ducks feed on small fish, insect larvae (especially mosquito), water plants, seeds, and nuts. Wood ducks are shy birds and are quick to fly away if people come too near.

In the early part of the twentieth century, wood ducks almost became extinct due to hunting

and loss of habitat. A nationwide effort was started to help the wood duck. Laws were passed to limit the hunting season, and nesting boxes were set in wood duck habitats to encourage reproduction. Today the wood duck is no longer an endangered species.

2. DISCUSSION

After reading the story, discuss all of the places that the little wood duck visited. Explain to the class that all animals need a place to live and that some animals will only live in a very special place. The pond was the special place that the little wood duck needed in order to find food and to build her nest.

3. COMMONS - The Wood Duck and Me

Ask students to think of a community in which they belong. Ask which place or part of that community do they like most/least. How is the wood duck's community like the students' community?

4. ILLUSTRATION

Allow students to illustrate the story, and then help the students to sequence the illustrations.

5. LANGUAGE EXPERIENCE STORY

Make a language experience story with the class, using the pictures which the students drew. See how many descriptive words the students can give to tell about the wood duck. Encourage words that describe texture, feelings, color, etc.

6. PANTOMIME

Let the students pantomime a descriptive word from the class language story about the wood duck. The rest of the class should try to guess the word. If the students are not accustomed to pantomiming, they may need some suggestions at the beginning, but will soon be able to make up their own actions for descriptive words.

7. LISTENING COMPREHENSION

After reading the story, The Little Wood Duck, help the students focus on some of the key points by asking the following questions.

Part One: Mangrove Swamp

1. For what is the little wood duck looking?
2. Is the little wood duck a boy or a girl duck?
3. Why didn't she like mangrove leaves?
4. What was "wrong" with the water in the mangrove swamp?

Part Two: Marsh

1. Why couldn't she live in the marsh?
2. There was plenty of food in the marsh. What could the little wood duck eat?

Part Three: Hammock

1. What is a hammock?
2. What food did the little wood duck find there?

Part Four: Pine Flatwoods

1. What danger did the little wood duck meet in the pine flatwoods?

Part Five: Cypress Swamp

1. Name the things the little wood duck found in the cypress swamp that made it a good home.
2. Who can name the first place the little wood duck visited? The second? The third? The fourth? The last?

Teaching & Learning... information

Section 2

The activities in this section should focus on what the student needs to know in order to understand the concepts in the unit. The student should acquire information from the teacher, films, supplemental readings, the library, or experts, etc. in order to develop a foundation of knowledge basic to understanding the instructional concepts.

1. WOOD DUCK NEEDS -- PEOPLE NEEDS

Brainstorm with the class all of the things that we must have everyday to live. Write all of the ideas down for all to see. Go back over the list and discuss each item to see if it is really necessary. Now think about all of the things that the little wood duck needed to survive: food, water, and a place to nest.

Some questions to help guide a classroom discussion are listed below:

- -What is the little wood duck's favorite food?
- -What are some of your favorite foods?
- -What are some of the things that the little wood duck looked for while searching for her home?
- -What kinds of things do people look for when choosing a home?
- -What would happen to the little wood duck is all of her needs could not be met?
- -What would happen to us if our needs could not be met?
- -What are things people may want but not need in their homes?
- -Discuss the differences between wants and needs.

2. VOCABULARY

This vocabulary is composed of words to which the students should be exposed. Mastery of each word is not necessary.

- A mangrove swamp is a wet area where mangrove trees live. The ground is usually covered with saltwater.
- A marsh is a grassy area where water covers the land. In a saltwater marsh the water comes and goes with the tide.
- A hammock is a moist, shady woodland. Most of the trees in a hammock have large, flat leaves.
- A pine flatwoods is a flat sunny area where pine trees and palmettos grow. It is usually dry and often burns.
- A cypress swamp is a lowland where cypress trees stand with their roots covered by freshwater.
- A pond is a small area of open water where many animals live.
- A community is a group of plants and animals living together in the same area.
- Human designed community is a place with houses and buildings where people live.

3. COMMUNITY CAPSULES

Discuss each community with your students using the following background information.

COMMUNITIES CAPSULES

The purpose of this unit is not to make first graders experts on communities, but rather to expose them to the concept that there are different communities in Lee County. These communities have many similarities. People live in communities, as all animals do. All of the communities, both natural and human-designed, are related and dependent on the well-being of each other.

The next few pages provide background information on the communities about which the students will be learning. All of the communities should be discussed.

Pre-trip instruction should emphasize those communities which will be visited during the field experience. Teachers may call the Department of Environmental Education and Instructional Development Services (275-3033) to find out which communities a specific class will explore.

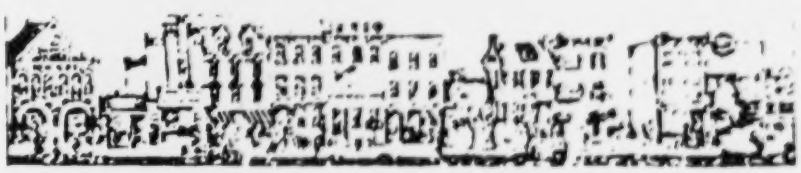
HUMAN-DESIGNED COMMUNITY

Most people think of the human-designed community as being unnatural. It is true that humans have the ability to alter the environment to fit their needs. But alligators who dig large holes to hold water in the winter months also alter their environment. Paper wasps collect raw materials and make paper to build sometimes rather extensive nests in which to live.

Human communities are run by the same energy source as are all communities on the earth - THE SUN. The sun provides the energy that, through photosynthesis, enables green plants to make food that in turn feeds all life on earth.

In a human community of south Florida, the inhabitants live in houses. They find most of their food at supermarkets. Just as many species of animals organize themselves in schools (fish), flocks (birds), and herds (manatees), people organize themselves through government and social institutions. Responsibilities are shared. Not everyone hunts or grows food; that is the job of farmers and ranchers. Lives are protected by police forces, fire departments, and hospitals. The young are trained and educated by families and schools.

Every person in the world is dependent on the existence of healthy communities. If swamps are drained, oceans polluted, and uplands overdeveloped, people will be affected, often in ways that are not apparent at first. (All communities and systems are parts of an interdependent whole).



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Some animals found in human-designed communities:

-people
-dogs
-cats
-birds
-mice
-rats
-cockroaches
-snakes

PINE FLATWOODS

A pine flatwoods is a forest that has many pine trees, and is usually hot and sunny. Slash pines, palmettos, wax myrtles, and wire grass are the most common plant types found in a pine flatwoods. The pine trees are grown scattered throughout the clumps of palmetto rather than close together. The land is flat with occasional depressions that hold water and allow other plant types to grow.

Slash pines and palmettos will not tolerate excessive standing water. In south Florida, an area that supports a pine flatwoods is generally of higher elevation, although occasional flooding during the rainy season does occur. Fire is a common occurrence in a pine flatwoods and is part of the natural cycle. Periodic fires burn off the accumulating underbrush but do not harm the specially adapted pine trees.

The bare soil after a fire allows new plants to grow, and with this new growth come many kinds of animals that prefer a community without a heavy understory.

Animals associated with a pine flatwoods:

- -mice
- -hawks
- -owls
- -vultures
- -deer
- -raccoons
- -opossums
- -bobcats
- -panthers
- -snakes
- -turtles
- -insects
- -armadillo

CYPRESS SWAMP

A cypress swamp is a low-land where cypress trees stand with their roots covered by freshwater. There are many kinds of trees that may be found in a cypress swamp. Cypress trees, elms, red maples, and ash are just a few. The understory in a cypress swamp generally is composed of ferns and vines. Ferns, orchids, and bromeliads abound in the branches of the trees overhead.

For much of the year there is water on the ground in a cypress swamp. During the dry season, a healthy swamp will still hold water in some of the deeper areas. In south Florida, cypress swamps occur in areas that are slightly lower than the surrounding land. Pine flatwood communities generally border cypress swamps, sending their extra water to the lower lands of the swamp.

Animals associated with a cypress swamp community:

-owls	-alligators	-raccoons
-hawks	-turtles	-opossums
-herons	-snakes	-squirrels
-egrets	-panthers	-otters
-ibis		-bobcats

POND

A pond is a small area of water where many animals live. Ponds are very important to wildlife because they are a source of water, even during the dry winter months. A cypress swamp generally will have ponds throughout the system. Major plant species found in or near a pond located in a cypress community are cypress trees, coastal plains willow, pickerel weed, and alligator flag plants.

Animals associated with a pond community:

-deer	-crayfish	-hawks
-raccoons	-frogs	-owls
-opossums	-snakes	-ducks
-otter	-fish	-herons
-dragonflies	-spiders	-egrets
-small birds	-water insects	-ibis

HAMMOCK

A hammock is a moist shady woodland in which most of the trees have large flat leaves. Cabbage or sabal palms (the State Tree of Florida) and oaks are the most common trees in a hammock. The soil in a hammock is rich from the rotting leaves. Where sunlight penetrates to the ground, a heavy understory of plants generally results. Ferns, orchids, and bromeliads are commonly found growing on the sturdy branches of the oak trees or deeply rooted in the "bark" of the cabbage palms.

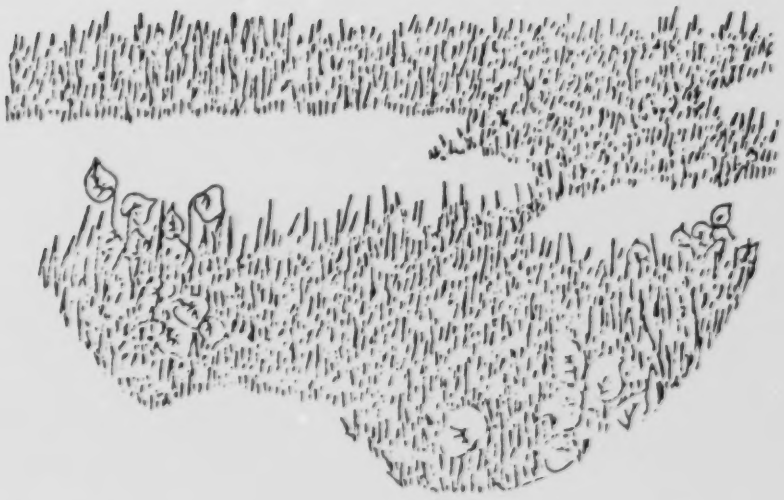
Animals associated with a hammock community:

- -squirrels
- -raccoons
- -opossums
- -snakes
- -butterflies
- -armadillos
- -small birds
- -woodpeckers
- -bobcats
- -turtles
- -vultures

MARSH

A marsh is a grassy place where water covers land. In a saltwater marsh the water comes and goes with the tide. Marshes are similar to mangrove swamps in many ways. The dead marsh plants contribute to the estuarine food web, and many of the inhabitants of the mangrove community may be found in a marsh. Some animals associated with marshes:

-marsh rabbits	-raccoons
-herons	-ducks
-egrets	-fish
-gulls	-snakes



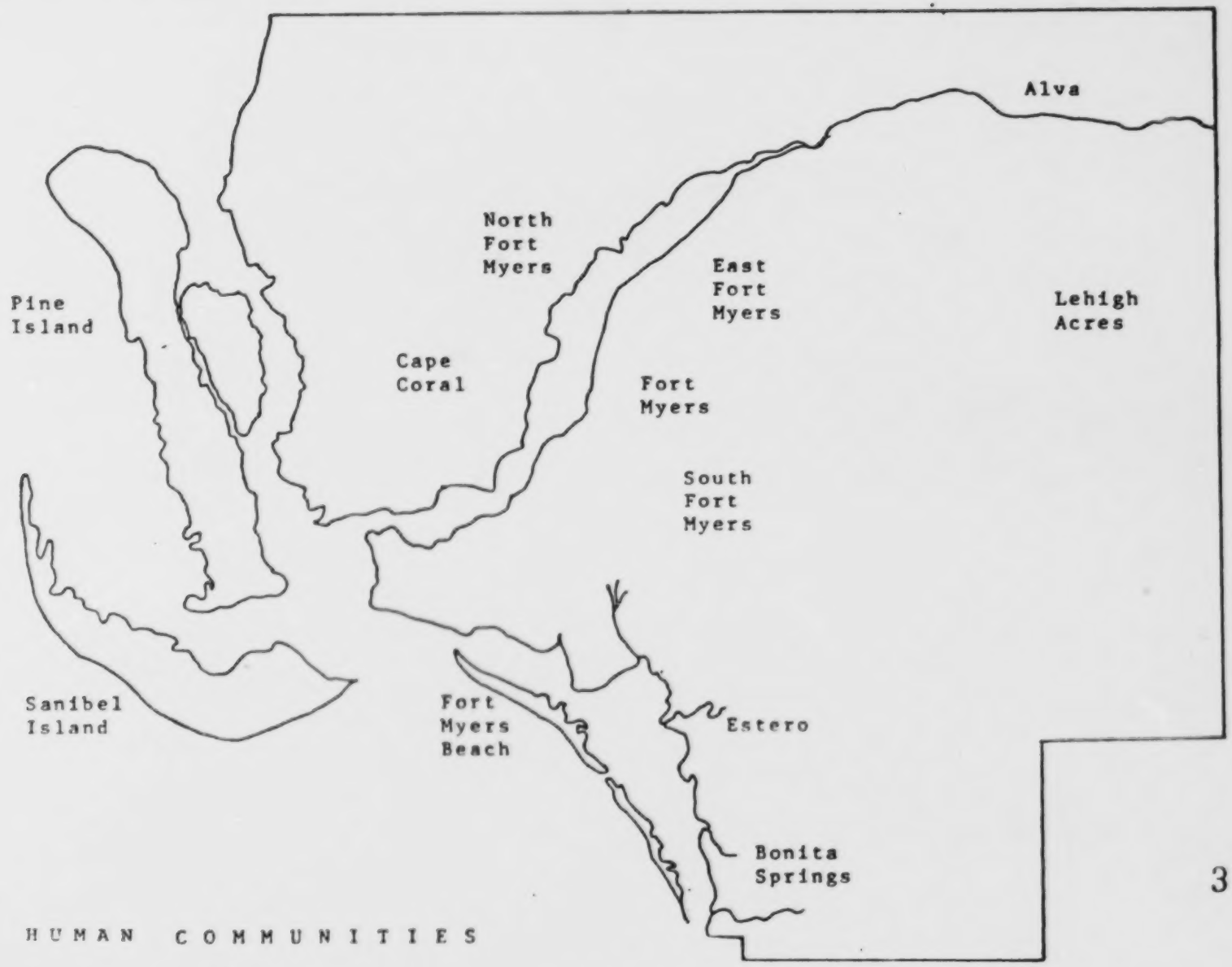
MANGROVE SWAMP

A mangrove swamp is a wet coastal area where mangrove trees live. Four species of mangroves occur in Lee County. The red mangrove is probably the best known species. Black and white mangroves and buttonwood are also common here.

A mangrove swamp is a very biologically productive natural system. The dead mangrove leaves that are flushed into the estuaries provide much of the basic food that fuels the estuarine food web. Therefore commercial and recreational fishing industries are directly dependent on healthy, abundant mangrove systems.

Animals associated with the mangrove communities:

-crabs
-shrimp
-herons
-egrets
-osprey
-bald eagles
-gulls
-raccoons
-snakes
-fish
-stingrays
-mosquitoes



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HUMAN COMMUNITIES

OF

LEE COUNTY

4. BULLETIN BOARD

Create a bulletin board depicting the communities that the class will visit on the field trip. This will help to reinforce the vocabulary for the students and will lead into the next section of the unit.

5. ANIMAL GUESS GAME

The teacher should read aloud the clues about a particular animal. The children are to put their fingers on their noses when they think they know the answer. Tell them not to call out the name of the animal until all the clues have been given. For some students, the teacher may wish to place pictures of the animals on the chalk ledge before the game begins. These pictures may be found in the Peabody Language Development Kits, Level II and IV.

FROG

I AM AN ANIMAL WHO . . .

- DOES NOT LIKE TO LIVE IN COLD WEATHER.
- HATCHED OUT OF AN EGG.
- HAD ABOUT 200 BROTHERS AND SISTERS AT ONE TIME, BUT MOST OF THEM WERE EATEN BY OTHER ANIMALS.
- HAS FOUR STRONG LEGS.
- USUALLY LIVES NEAR FRESHWATER.
- HAD A TAIL WHEN I WAS YOUNG, BUT I DON'T HAVE ONE ANY MORE.
- LIKES TO EAT ALL KINDS OF BUGS.
- LIKES TO HOP AND SWIM IN THE WATER.
- HAS GREEN, SLIPPERY SKIN.
- WAS CALLED A TADPOLE WHEN I WAS A BABY.

RACCOON

I AM AN ANIMAL WHO . . .

- HAS THICK BROWN HAIR ALL OVER MY BODY.
- LIKES TO EAT ALL KINDS OF THINGS - SEEDS, BERRIES, INSECTS, EGGS.
- HAS A LONG BUSHY TAIL WITH RINGS AROUND IT.
- USUALLY COMES OUT AT NIGHT TO LOOK FOR FOOD.
- SOMETIMES GETS INTO PEOPLE'S GARBAGE CANS.
- HAS CUTE LITTLE HANDS WITH WHICH I WASH MY FOOD BEFORE I EAT.
- HAS A LITTLE BLACK MASK ON MY FACE THAT MAKES ME LOOK LIKE A BANDIT.

SNAKE

I AM AN ANIMAL WHO . . .

- EATS ONLY OTHER ANIMALS, NO PLANTS.
- HAS ABOUT 300 SHARP TEETH IN MY MOUTH.
- HAS NO HAIR, FUR, OR FEATHERS.
- LIKES TO EAT FROGS, MICE, OR SMALL BIRDS.
- LIVES IN HOLLOW TREES, STUMPS, OR UNDER ROCKS OR LOGS.
- HAS CLEAR STARING EYES BUT NO EYELIDS.
- IS A QUICK MOVER BUT DOESN'T HAVE ANY LEGS OR FEET.
- HAS A LONG, THIN, FORKED TONGUE THAT I USE FOR "SMELLING" OTHER ANIMALS.

FISH

I AM AN ANIMAL WHO . . .

- DEPENDS ON MY EYESIGHT TO FIND FOOD AND TO GET AWAY FROM DANGER.
- OPENS MY MOUTH A LOT BUT MAKES NO SOUND.
- HAS NO LEGS BUT BOY, CAN I MOVE!
- HAS SCALES ALL OVER MY BODY.
- HAS A SLIMY FILM ALL OVER MY SCALES THAT MAKES ME SLIPPERY.
- LIVES IN WATER - EITHER SALT OR FRESH.
- IS A GOOD SWIMMER WITH MY STRONG FINS.

SPIDER

I AM AN ANIMAL WHO . . .

- USUALLY LIVES IN A TREE OR BUSHES - OR SOMEWHERE UP OFF THE GROUND.
- MANY PEOPLE ARE FRIGHTENED OF BECAUSE THEY THINK I AM UGLY OR POISONOUS.
- IF I AM A GIRL, PEOPLE USUALLY SEE ME, BUT, IF I AM A BOY, I AM SMALLER AND HIDDEN.
- BUILDS BEAUTIFUL, DELICATE HOMES.
- LOVES TO EAT INSECTS, ESPECIALLY INSECTS THAT FLY.
- HAS A LARGE BODY COMPARED TO MY SMALL HEAD.
- EATS BY SUCKING JUICES OUT OF INSECTS.
- HAS EIGHT LONG SLENDER LEGS.
- BUILDS A HOME THAT IS CALLED A WEB.

BALD EAGLE

I AM AN ANIMAL WHO . . .

- HAS VERY, VERY GOOD EYESIGHT.
- COULD SOON BECOME EXTINCT LIKE THE DINOSAURS IF PEOPLE ARE NOT CAREFUL.
- HAS NO TEETH BUT CAN EAT FISH, SNAKES, RABBITS, AND MANY OTHER ANIMALS WITH NO PROBLEM.
- HAS TWO FEET WITH VERY SHARP CLAWS.
- LIKES HIGH PLACES AND USUALLY LIVES WAY UP IN THE TOP OF A PINE TREE.
- CAN FLY LONG DISTANCES WITH LARGE POWERFUL WINGS.
- HAS A BIG, YELLOW, SHARP BEAK THAT I USE TO EAT.
- WHEN I'M FULLY GROWN, HAS A BRIGHT WHITE HEAD AND TAIL.
- IS THE SYMBOL OF FREEDOM FOR THE UNITED STATES OF AMERICA.

Trying It Out ... field trip

Section 3

The activities in this section establish the required information procedures, rules, and student work assignments for the community study field trip. The primary purpose of this section includes firsthand field trip experiences and activities for students to try out in a real world situation the information they have acquired.

FIELD TRIP

The site for the first grade trip may vary. Our goals are to maximize instructional impact, maximize on-site time, and minimize transportation energy consumption. Some of the potential sites include: The Caloosahatchee Recreation Area, Koreshan State Historical Site, and The Nature Center of Lee County.

Even though the trip site may change, the activities will remain basically the same from site to site. The activities employed on any particular trip will be more dependent on student preparation, student needs, and the weather. The basic core of activities will include most of the following.

(1) A Community Bingo game will be used on the bus ride. Students will be observing various components of the human community.

(2) The field trip leader will use a Communities Treasure Map throughout the day to help heighten and channel

student interest. The Treasure Map includes pictures of some of the major communities in South Florida, those same communities that the wood duck visited.

(3) Students will make drawings of some of the treasures they find in each community visited.

(4) An Animal Guess game is played in which the field leader gives clues about an animal. The children try to guess what animal it is as the clues become successively easier.

(5) In Animal Charades students move like animals that live in a particular community. The other children try to guess which animal is being portrayed.

(6) A listening activity has the children sitting with their eyes closed, trying to identify as many sounds as possible. The students raise a new finger each time a new sound is heard.

(7) Each child is given a "scent catcher" with which he/she catches all the smells he/she can. Small sponges are soaked in a magic fluid (colored water) and used to dampen the nose before each scent catch.

(8) A wrap up activity will be to help the children write a "Recipe for a Community." Children give the "ingredients" that make up a particular community. Newsprint or poster-size paper is used to capture student suggestions.

TRIP LEADERSHIP RESPONSIBILITIES

The EE/IDS field leader will:

1. provide transportation;
2. provide cooler for lunches;
3. establish rules of behavior for the trip;
4. initiate all field activities;
5. help with lunch distribution.

The classroom teacher will:

1. pre-test students;
2. implement pre-trip activities;
3. secure Parent Permission slips;
4. arrange for lunches and ice;
5. help maintain behavior;
6. assist with activities as needed;
7. coordinate lunch distribution;
8. implement post-trip activities;
9. post-test students.

Self Teaching & Extending

Section 4

The activities in this section should encourage students to self discover "new connections" that integrate their experiences with new applications related to the instructional concepts. Students are encouraged to teach others what they know, or to create new ways of expressing or applying what they have learned.

1. COMMUNITIES BULLETIN BOARD

   Have the students cut out the pictures that they drew on the field trip and put them on the bulletin board that they made in Section 2. The animals should be arranged in the community where they live. The bulletin board should be displayed in an area that allows other students and teachers to see the work.

2. PEER TEACHING

   Invite the principal or another class to the classroom and let the students explain what they learned on their field trip and what the bulletin board is all about.

3. COMMUNITY CHARADES

Have small groups of children act out a community, given specific characters to play.

Examples:

CYPRESS SWAMP

sun	rain	alligator	turtle
cypress tree	crayfish	fish	egret
raccoon	bobcat	hawk	

MARSH

sun	rising/falling tides	marsh grasses
saltwater ducks	fish	mosquitoes
	fiddler crabs	

POND

sun	water plants	insects	alligators
turtles	snakes	hawks	

4. STORY TELLING

Let children choose a favorite animal and tell a story to the rest of the class about that animal and the community in which it lives.

5. PROGRESSIVE STORIES

Develop a class story about one of the communities. Start the story with a sentence like, "In the cypress swamp..." Ask a student to finish the sentence. The next student adds a sentence about the cypress swamp. Continue developing the story in this manner until the students have told all that they know about the specific community. Students may dictate their sentences or write them on sentence strips.

APPENDIX

The Complete 4MAT System Model

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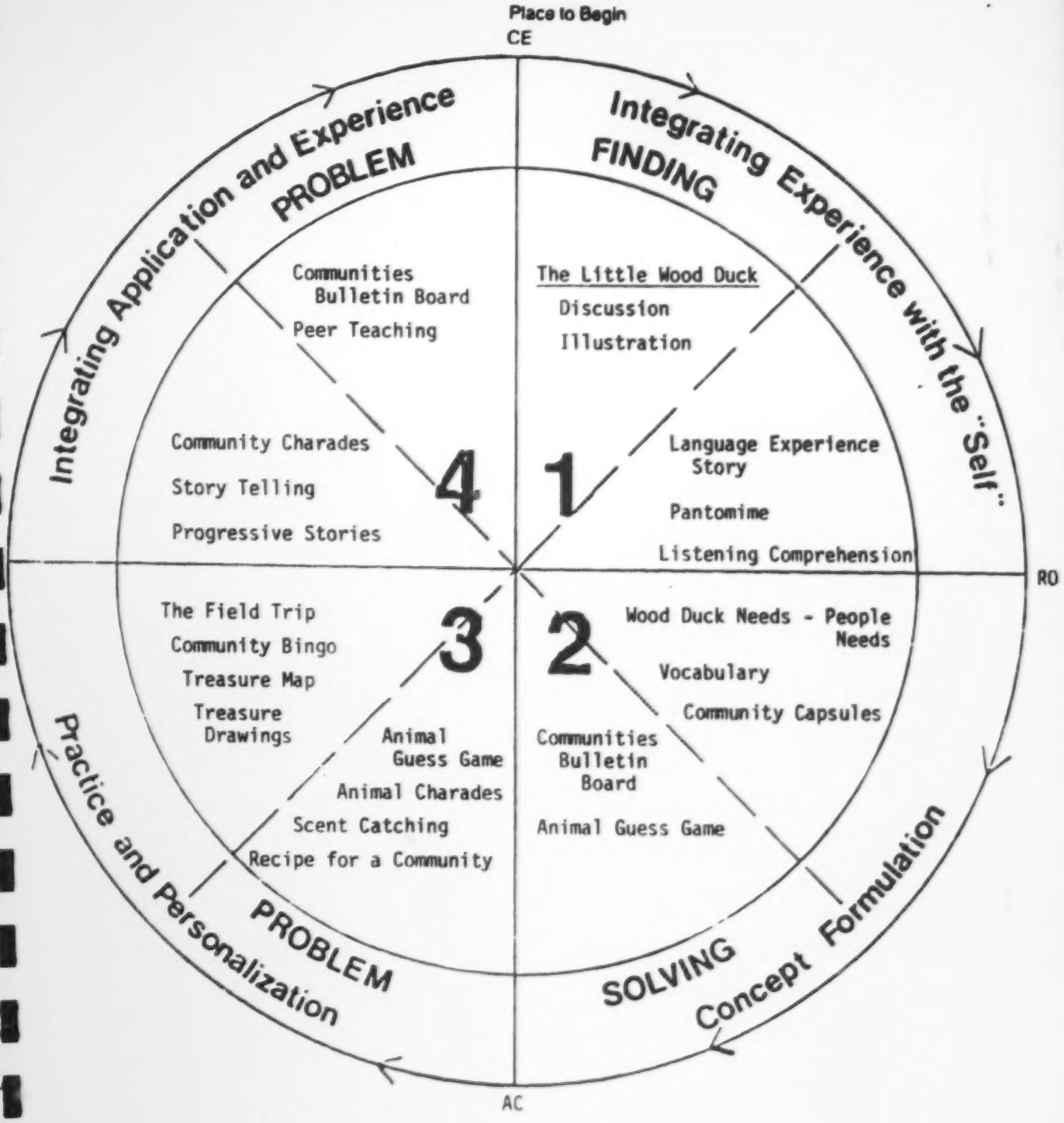
4MAT SYSTEM MODEL
FOR
COMMUNITIES STUDY UNIT



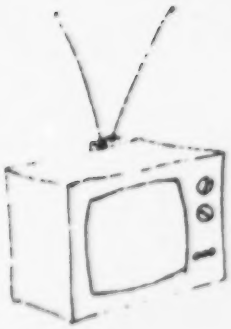
PRE-POST COGNITIVE TEST

FIRST GRADE UNIT

COMMUNITIES

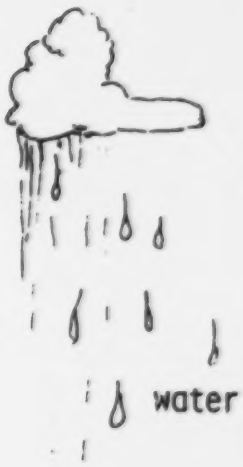
Instructions: Please circle the right answer for each statement.

1. Circle the thing people need to live.



T.V. set

money



water

2. All living things need a special place to live.

YES NO

3. Circle the thing plants need to live.

tools

person

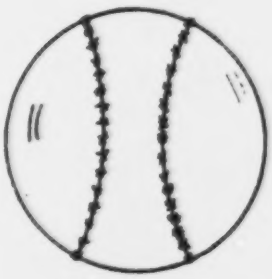
sun

---

4. Circle the thing people need to live.

car

food

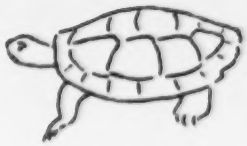


ball

5. Circle the thing a wood duck needs to live.

soap

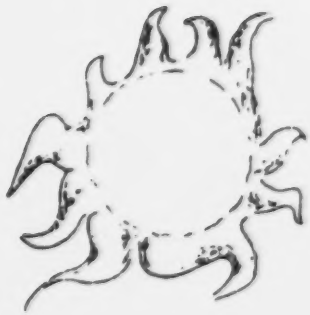
pond



turtle

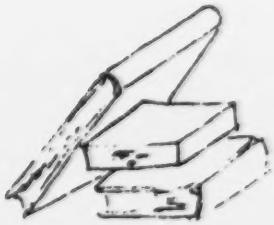
---

6. Circle the thing people need to live.



sun

candy

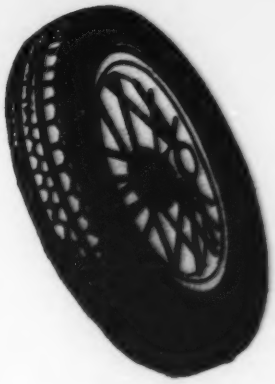


books

7. Circle the thing you can find living in a pond.

panther

fish



tire

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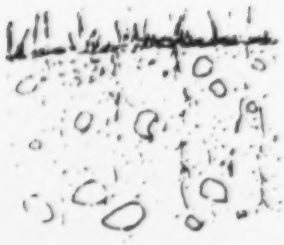
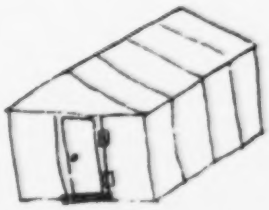
8. Circle the thing plants need to live.



soil

tractor



shed

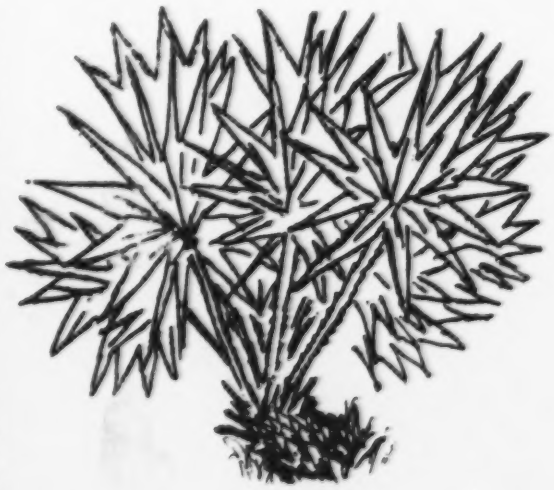
9. Circle the thing you would find in a cypress (sī prəs) swamp.

pine tree

mangrove tree

cypress tree

10. Circle the thing that grows in a pine flatwoods.



saw palmetto

mangrove tree

COMMUNITIES

NAME_____

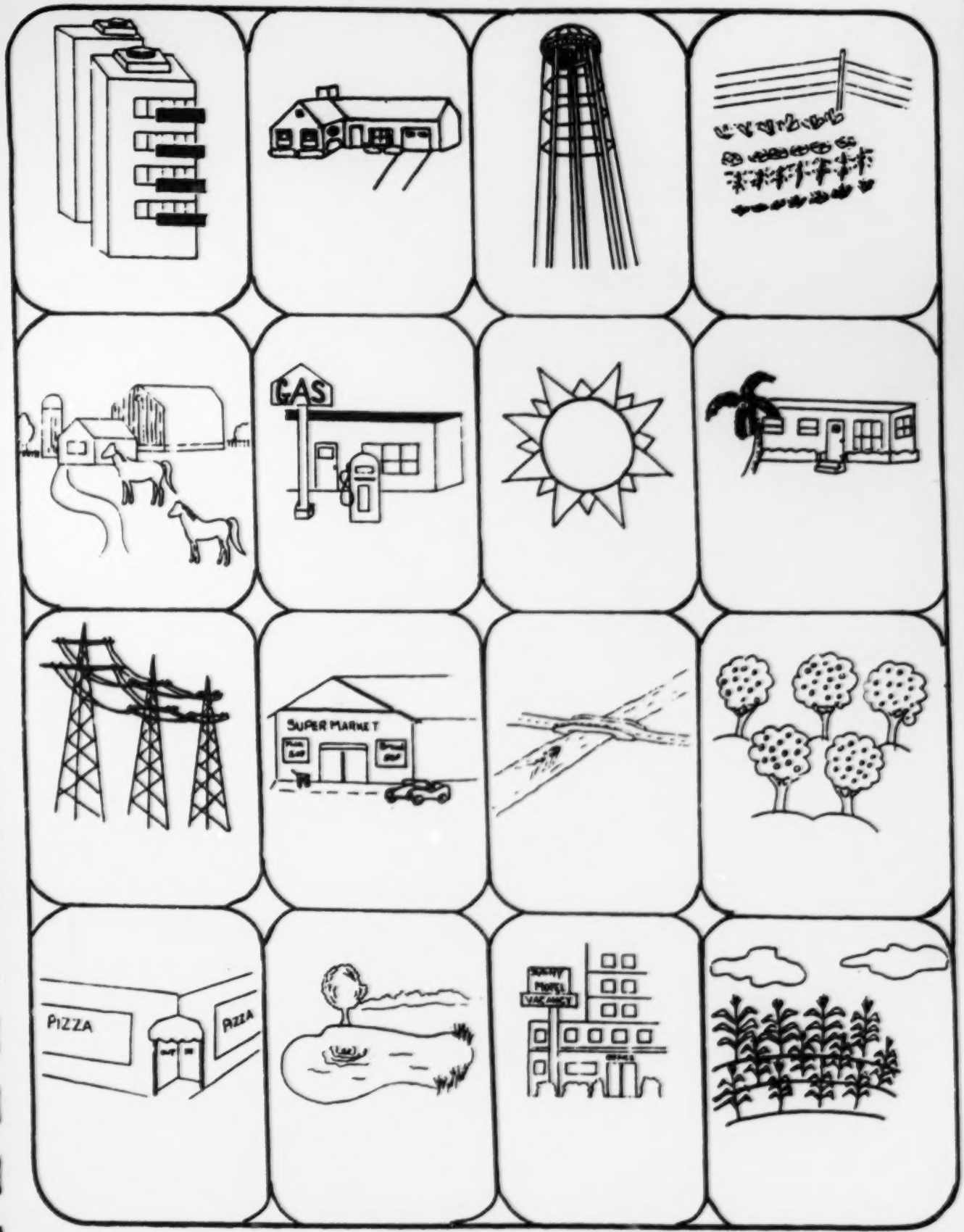
STUDENT BOOK

COMMUNITY STUDY UNIT

GRADE 1

LEE COUNTY SCHOOLS

COMMUNITY BINGO



A HUMAN-DESIGNED COMMUNITY IS A PLACE WITH HOUSES AND BUILDINGS WHERE PEOPLE LIVE.

Human-designed Community

A PINE FLATWOODS IS A FLAT, SUNNY AREA WHERE PINE TREES AND PALMETTOS GROW.

Pine flatwoods

A CYPRESS SWAMP IS A LOWLAND WHERE CYPRESS TREES STAND WITH THEIR ROOTS SOMETIMES COVERED WITH FRESH WATER.

Cypress Swamp

A POND IS A SMALL AREA OF WATER WHERE MANY ANIMALS LIVE.

Pond

GLOSSARY

community - a group of plants and animals living together in the same area.

cypress swamp - a lowland where cypress trees stand with their roots covered by freshwater.

hammock - a moist, shady woodland. Most of the trees in a hammock have large, flat leaves.

human-designed community - a place with houses and buildings where people live.

mangrove swamp - a wet area where mangrove trees live. The ground is usually covered with saltwater.

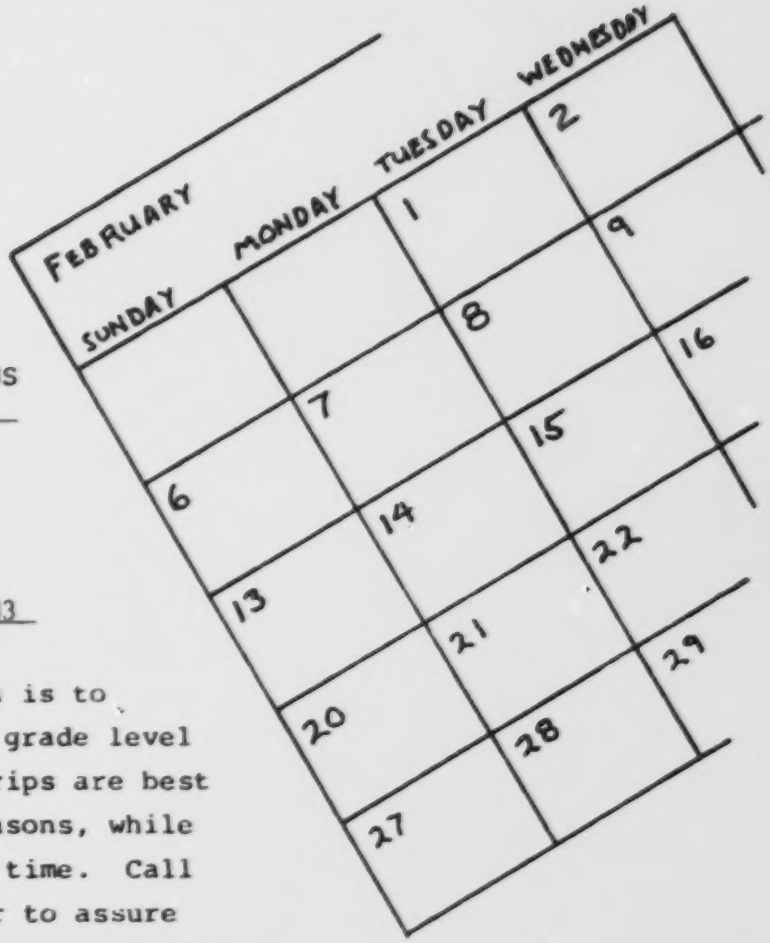
marsh - a grassy area where water covers the land. In a saltwater marsh the water comes and goes with the tide.

pine flatwoods - a flat sunny area where pine trees and palmettos grow. It is usually dry and often burns.

pond - a small area of open water where many animals live.

want - to feel a desire or wish for.

need - that which living things must have to survive.



SCHEDULING CONSIDERATIONS

To arrange an EE/IDS community study trip, please call us at 275-3033

Our first recommendation is to use one of the standard grade level trips. Some of these trips are best done during specific seasons, while others work well at any time. Call early in the school year to assure getting a trip, and to assure getting it at the most appropriate time.

If the standard trip does not meet your needs, a custom trip could be designed. This would necessitate a meeting with EE/IDS staff to identify goals, design pre- and post-trip activities, and create a meaningful field experience. Any custom trip should have at least the impact of the standard trips. It should also mesh closely with the on-going curriculum. The classroom teacher and EE/IDS staff would share development responsibilities.

→ CALL 275-3033 ←

PARENT PERMISSION FORM

As parent or legal guardian, I hereby grant permission for _____ (student's name) to take part in the field trip by school bus on _____ (date). I understand that the students will be studying outdoor communities at _____ (site(s)) as part of their ongoing curriculum. The students should not be getting wet, but should be dressed appropriately for the weather.

_____
(Parent or Guardian)

_____
(date)

_____
(emergency phone number)

This publication is one of the teaching units in the community studies series developed by the Lee County Schools, Florida.

The community study series is designed to assist teachers and students in learning through experience how the Lee County communities function, and the rights and responsibilities each of us shares in maintaining a healthy, productive community.

By systematically experiencing our community, students tend to see the pattern that connects the natural and cultural environment, and how each of us is an independent agent for change.

The community study instructional units have been field tested by teachers and students.

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The units have been produced by the staff of THE DEPARTMENT OF ENVIRONMENTAL EDUCATION AND INSTRUCTIONAL DEVELOPMENT SERVICES of Lee County School system:

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with special contributions from former EE/IDS staff members, Lee County teachers, district staff, students, and members of the community.

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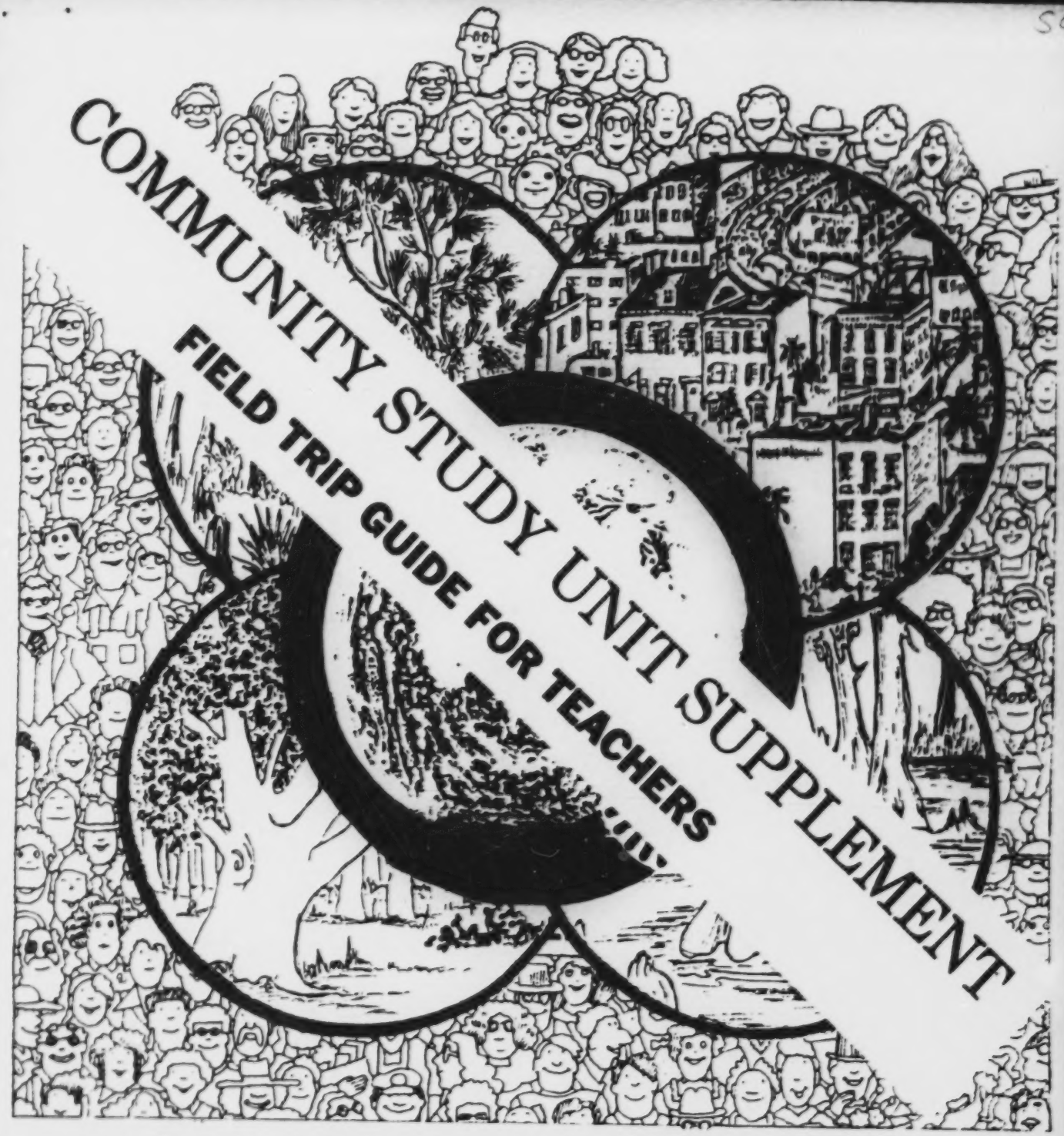
SE



COMMUNITY STUDY UNIT SUPPLEMENT

FIELD TRIP GUIDE FOR TEACHERS

COMMUNITIES

TEACHER EDITION

COMMUNITY STUDY UNIT

GRADE 1

LEE COUNTY SCHOOLS

THE SCHOOL BOARD OF LEE COUNTY

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Fort Myers, Florida

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Director, Instructional Development Services and Environmental Education

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CLASSROOM TEACHER GUIDE

TO

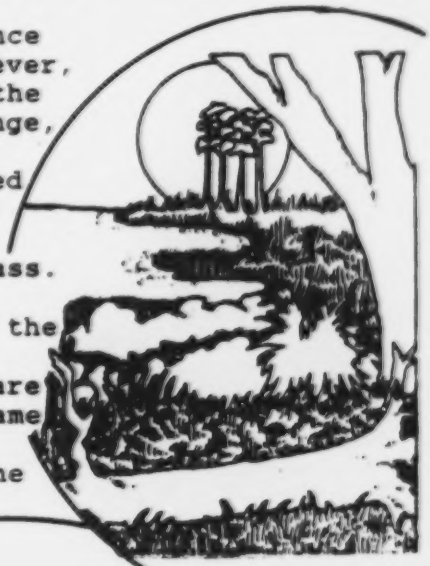
FIRST GRADE

COMMUNITIES FIELD TRIP

Trip Site: Nature Center of Lee County

HOW TO USE THIS GUIDE

This field trip guide is written for the classroom teacher who is planning to lead an environmental education field trip without the assistance of an Environmental Education and Instructional Development Services (EEIDS) staff member. Please read this guide carefully. Note the safety precautions and equipment lists.



The activities are arranged in the sequence usually followed by EEIDS staff members. However, once you have read this guide and considered the needs of your class, you may choose to rearrange, add, delete or adapt activities to fit your situation. There are more activities described here than you will need. Consider them all as options from which you can select the most appropriate activities for your particular class.

In the event that several classes are at the Nature Center at the same time, you should be prepared to adjust your schedule so that you are not all trying to use the same space at the same time. Use different trails, visit the aviary or the Seminole village first, or rearrange the activities in any order suitable for you.

EQUIPMENT

The following is a list of equipment and supplies you may need for this field trip. Some of them are optional. Some can be provided by EEIDS the day of the trip, while some must be provided by the school or teacher.

Can be provided by EEIDS:

Animal actor cards
Animal guess cards
Habitat pictures
Communities map
Wood duck picture
Clipboards

Should be provided by teacher:

Crayons or pencils
Cooler with lunches/drinks/ice
First aid kit
Butcher paper (optional)
Markers (optional)

PREPARATIONS FOR A SUCCESSFUL FIELD TRIP

Prior to the Trip

1. Carefully read all materials sent to you by the Department of Environmental Education and Instructional Development Services.

2. We highly recommend that you visit the field trip site yourself before taking your class. It will help you be more familiar with the area and any potential problems as well as with places for leading your activities.

3. Ask the Department of EEIDS for the slide/script program designed for your trip. It will help familiarize you and your students with the trip.

4. Prepare your students for the trip by doing the pre-trip activities in the teacher unit and by explaining to them what they should expect while on the field trip.

5. Call EEIDS if you have any questions regarding the field trip site or activities.

On the Field Trip

1. Pick up the necessary equipment from the EEIDS office.

2. Good student behavior is as important on a field trip as it is in the classroom. Review with your students all the rules and policies for behavior and safety as well as the consequences for breaking those rules.

3. Demonstrate proper and safe use of all equipment and supplies used during the day.

4. Make sure students and adults always wear tie-on shoes during the trip.

5. Students must be well supervised at all times during the day.

Special Considerations for the

FIRST GRADE

COMMUNITIES FIELD TRIP

1. Remain on the clearly marked shell and boardwalk paths.
2. Keep students from leaning over boardwalk railings.
3. Feeding animals is prohibited.
4. Be extra quiet and walk slowly near the aviary building which houses the sick and injured birds.
5. Clean up lunch litter and leftovers; dispose in waste receptacles.
6. Make sure students respect other visitors and classes at the Nature Center.
7. Adults should accompany students to restrooms; ask students to keep the restrooms tidy.

BUS ORIENTATION

Have the students board the bus and sit with their "Communities" booklets. Review the discussions about communities you had in the classroom prior to the trip. Discuss with the students what a community is and your plans for investigating some communities at the Nature Center. Help them to understand that a community is a place where plants and animals live; there may be people living in a community, but it is not necessary.

The communities which will be visited do not have people living in them. Tell them they will be going to the Nature Center to find out what kinds of plants and animals live in the communities there and why they live there. Tell the students that as they ride to the Nature Center from school they will be looking for things that can be found in the human-designed community, the place where people live. Show the students the community bingo worksheet in their booklets and instruct them to look for and circle the things they can find as you drive to the Nature Center. Crayons or pencils should be provided for them to work in their booklets throughout the day. Give the students a brief overview of the schedule for the day.

Prior to the bus departure, review the following school bus rules with the students:

1. Remain in seats,
2. Keep everything inside the windows,
3. Talk softly,
4. No eating or drinking on the bus.

ARRIVAL AT THE NATURE CENTER

Upon arrival at the Nature Center, have the students follow you to the boardwalk leading from the parking area to the Nature Center building. Gather near the small cement pond or at the tables under the building. Take a few minutes to go over the bus game with the students. Discuss food, water, and shelter as parts of the community. Ask the students, if they were animals, would they be looking for all of these items? Briefly describe the day's activities and use the "Communities at the Nature Center" map to stimulate interest. Remind students that they are visitors here and must treat the plants, animals, and their homes with respect.

THE NATURE CENTER COMMUNITIES

The different communities may be investigated in any order, depending upon your preferences, the students' preferences, or the number of classes visiting the Nature Center that day. You may also choose to visit the pine flatwoods, have lunch under the building, then visit the other communities after lunch, depending on the time of day you arrive at the Nature Center.

HUMAN-DESIGNED COMMUNITY

A guided imagery session can be a very effective way to develop student empathy and involvement with a subject. An imagery activity asks students to use their own imaginations and to visualize themselves involved in the images you present. Have the students sit down, quiet themselves, close their eyes, listen to what you say, and let their imaginations fly.

There are two imagery options here. They both guide the students on a walk through the rooms of their homes. Tell the story slowly, with pauses to allow the students to imagine doing each activity. By all means, improvise.

Imagery #1

"You wake up in your bed and realize it's time to get up for school. So you get up, get yourself dressed, and walk down the hall to the bathroom. You finish in the bathroom, and then continue down the hall to the kitchen. You're feeling hungry so you open the refrigerator and get a glass of milk, pour yourself a bowl of cereal, and eat your breakfast. When you finish, you put your dishes in the sink and walk into the living room to watch a little TV before school. You plop yourself down in a big comfortable chair. Just at that moment your mother or big sister comes in and says, 'What are you doing up so early this morning. Don't you know it's Saturday?' You quickly jump up, turn off the TV set, and run back to your bedroom. You jump into your bed, pull the covers over your head, and go back to sleep."

This activity is designed to show the students that they can tell which room they are in just by looking at the furniture and other things that are found there and that certain needs can be fulfilled in certain places. Ask them:

"If you find a bed in the room, which room are you in?"
"If you find a sink and a toilet, which room is it?"
"If you find a stove and a refrigerator, which room is it?"

Explain to students that just as they can tell which room they are in by the furniture there, they can tell which community they are in by the kinds of plants that live there.

Imagery # 2:

"You wake up in your bed and realize it is time to get up for school. You get up and get yourself dressed. Your teeth feel a little pasty so you get your toothbrush and toothpaste and brush them clean. You feel a little hungry so you head for the refrigerator, open it, and get out the milk. You also find a bowl and some cereal and fix yourself breakfast. When you finish eating, you wash your dishes and set them out to dry. You feel like watching your favorite cartoon, so you turn the TV on, and make yourself comfortable. Just then, your mom comes in and says, "What are you doing up so early? Don't you know it's Saturday?" You jump up, head for your bed, dive in and go back to sleep."

This activity is designed to show the students that they can tell which room they are in just by looking at the furniture and other things that are found there and that certain needs can be fulfilled in certain places. Ask them:

"Where were you when you woke up?
"Where did you go to brush your teeth?"
"Where did you find your food?"
"Where was the TV?"

After the imagery session, have the students open their workbooks to the page that describes the human-designed community. Help them understand the meaning of "human-designed". Since people live in the human-designed community, and the students have just "walked" through their houses, they should be able to draw their own homes. Have the students do this in the space on this page. As they are drawing, have them include in their houses the things people need to live, like a place to sleep at night (their bed), a place to get something to eat (refrigerator), and a place to get something to drink (kitchen sink or faucet). It may help to have the students pretend the walls of the houses are glass so they can see the things they are drawing inside. Lead a discussion about what it would be like to be a raccoon, or a bird, or a tree. Would these animals or plants need any of the things people need to live? Another brief guided imagery may be helpful here to have the children imagine life as a wild animal.

HABITAT PICTURES

Show the students several pictures of different habitats and ask them what kinds of animals might live in each habitat. Discuss why different animals might live in different places - food sources, water sources, shelter, space.

ORIENTATION TO THE NATURE CENTER

Show the students the map of the grounds that shows the three communities you will be visiting. Tell them that out in the woods (at the Nature Center) they can look around and know which community they are visiting by looking at the kinds of plants that are found there. Ask for their help in finding each of these communities as you walk along the trails.

PINE FLATWOODS

Have the students follow you along the trail. Watch for poison ivy and point it out to the students if you see any. If you pass the aviary, tell the students you will have time to look at the birds after lunch. Have the students carefully feel the saw palmetto stem and smell the blossoms if they are in bloom. When you reach the first pine tree, ask the students to hug the tree and say "good morning" to it. This gets them to feel the bark and smell the pine smell. Remind the students that they are looking for the first community, the one with the tall trees that have needles instead of flat leaves, and bushes with leaves that look like large, flattened hands or fans. Find a good place beyond the aviary to gather and sit in the pine flatwoods. Have the students sit knee to knee in a circle. Talk about what kinds of plants and animals like to live in the pine flatwoods. Look for, and point out, any tiny pine trees that may be sprouting. Point out the large pine trees and some of their unique characteristics - the layers of bark that grow in thick chunks, the new growth near the top and the lower branches that die and fall off, and the green needles growing around the living bud to protect it from fire. All of these characteristics are adaptations for living where there are frequent fires.

Have the students stand up and face the outside of the circle. Tell them to take five steps and stop. When they stop they should pick up something from the ground (not part of a living plant) and bring it back to their seat. When all return to their spaces, look around the circle and tell about the things they found.

Try a couple of "animal guess" riddles, using animals that might be found living in the pine flatwoods (see Teacher Guide to Communities). Give the students a series of clues about a particular animal and see if they can guess what that animal is. If they think they know the answer, have them put a finger on their nose. After all discussions about the pine flatwoods are completed, have the students turn to the page in their booklets labeled Pine Flatwoods and read the definition together. Have them

draw a picture of the pine flatwoods. A good way to choose a subject for the drawing is to have each student "take out a camera" - meaning form a square with their hands in front of their eyes. They should look through this "camera" for a picture to "take", and then "develop" it (by drawing it) on the Pine Flatwoods page in their booklets. Some students may wish to draw the object they found and shared with the rest of the class.

CYPRESS SWAMP

Proceed along the trail in search of the next community, the one with tall, thin trees with wide bottoms, with ferns instead of palmettos, with water in the summer and fall, etc. As you approach the swamp, let the students tell you when you get there - see if they can notice differences in plants, water level, etc. Play it up as a real detective-like search, tip-toeing along the boardwalk, crouched down looking for new things and saying "shhhh" softly every now and then. Every 5 to 10 steps, ask them, "Are we in the swamp yet?". When you get to the place where the palmettos suddenly stop growing, halt the group and ask if anything is different. Point out (or let the children point out) the lack of palmettos, the increase in cypress trees, ferns, airplants, and (if fall) the water level. Have the students take particular notice of the boardwalk. Ask, "Why do you think we have to walk on a boardwalk?" If they look around themselves, they will notice few pines or palmettos; remind them that pines and palmettos grow where it is dry. What does that tell you about the cypress swamp? If the swamp is dry, stress to the students that they can still tell they are standing in a swamp by the presence of cypress trees and ferns just like they could tell they were in the kitchen because there was a stove or refrigerator there. Point out the bald cypress trees to the class. Have them notice the small size of some of the trunks. They can wrap their fingers around some of them. Have students look at the bottoms of the cypress trees. "Where is the biggest part of the tree?"

Because these trees stand in water part of the year, the base of the tree spreads out more to give added support to the tree. It is called a bald cypress because in the fall the tree begins to lose its leaves and during the winter it is "bald". In the spring the cypress trees begin to sprout their new leaves, and the trees become bright green again.

Remind the students that the Cypress Swamp is wet part of the year. Ask what kinds of animals they think would live or could be found there (snakes, alligators, lizards, turtles, frogs, etc.).

Stop and do a "sounds" activity: Have the students sit quietly and listen for a few minutes, counting sounds. You might want to repeat some of the other activities that you did back in the Pine Flatwoods such as the animal guess game or reading the hatitat description in the student book. Then have them draw a picture of the things they have seen in the swamp.

POND

As you approach the pond, have the students tip-toe in case there are birds or other animals visiting the pond for water or in search of food. Point out the differences in vegetation and how the pond is really a "hole" in the middle of the swamp.

Show a picture of a wood duck when the students begin to notice the nest boxes across the pond. Watch for hawks and vultures overhead and for snakes and turtles below the boardwalk. Point out squirrels' nests which are located in the very tops of several cypress trees near the pond pavilion.

At the pavilion, sit quietly in a circle, books on the floor, and listen for a moment. Have students bend down and look through the cracks in the pavilion floor to see what's there. They might see tracks or even the animals that made the tracks. Give them a few minutes to look around the pond to see what's visiting for the day.

Build a Pond

In the pavilion, have each student pretend to be a plant or animal that would live in or around the pond community. Together, they can form a make-believe pond community by acting out their respective parts.

Animal Actors

Divide the class into groups. Each group gets a picture of an animal. Everyone in each group will act out the animal as the rest of the class tries to guess which animal the group is portraying.

Pond Record

Have the students return to their books to draw a picture of something they see at the pond. Alternatively, ask each student to draw a cypress tree on the right side of their page and some alligator flags on the left side of the page and then add three to five animals of their choice to the pond drawing. You may also wish to have them draw an underwater picture.

RETURN TO THE BUILDING AND LUNCH

After the morning walk along the trails, have the students follow you back along the trails to the picnic tables under the building. While walking back, review some of the plants that were discussed in the different communities. Look for animal signs, wildflowers, places that might make good animal homes, etc. Have them visit the rest rooms before they eat lunch. Take them upstairs to the rest rooms. Get the lunches off the bus. Usually about 30 minutes is needed for lunch. All food should be eaten during lunch or packed away. Be sure to have the class notice how clean the area is before they begin lunch. All papers and food scraps should be carefully thrown away when you are finished with lunch. Please take all trash to the dumpster located at the rear of the building.

AFTER LUNCH - WRAP-UP ACTIVITIES

After lunch, have the students leave their booklets on the tables and follow you out toward the aviary. Make sure the booklets are secure and will not blow away. Instruct them to keep in mind that this is a place for injured birds and that they must keep their voices low and move slowly so as not to frighten the birds. Circle the cages, describing the birds, their injuries, the kind of care they receive, what they eat in the wild and in captivity, etc.

You might, if time permits, lead the group to the Seminole Indian village. Discuss this cultural community. How is it different from today's modern, human-designed communities?

Bring the students upstairs into the Nature Center building to see the exhibits on display. Be sure they understand the rules for behavior inside: no running, low voices, touch only the things designed to be handled, etc. Show them around and describe some of the things they can investigate. Give them time to wander on their own, quietly and carefully.

Before returning to school, a good wrap-up activity is to have the students design a "Recipe for a Swamp" (pond, pine flatwoods, etc.). Have each student in the group offer something to be included in a poster-sized list of ingredients. You may wish to hang the completed poster on the bulletin board back at school.

Return to the picnic tables to pick up any lunch boxes and all the booklets and board the bus for the return trip to school.

This publication is one of the teaching units in the community studies series developed by the Lee County Schools, Florida.

The community study series is designed to assist teachers and students in learning through experience how the Lee County communities function, and the rights and responsibilities each of us shares in maintaining a healthy, productive community.

By systematically experiencing our community, students tend to see the pattern that connects the natural and cultural environment, and how each of us is an independent agent for change.

The community study instructional units have been field tested by teachers and students.

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The units have been produced by the staff of THE DEPARTMENT OF ENVIRONMENTAL EDUCATION AND INSTRUCTIONAL DEVELOPMENT SERVICES of Lee County school system:

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Lynette Dean ..... Adv. Co. Staff Secretary
Cathy Scott ..... Co. Staff Secretary

with special contributions from former EE/IDS staff members, Lee County teachers, district staff, students, and members of the community.

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COMMUNITIES

NAME _____

STUDENT BOOK

COMMUNITY STUDY UNIT
GRADE 1
LEE COUNTY SCHOOLS

THE SCHOOL BOARD OF LEE COUNTY

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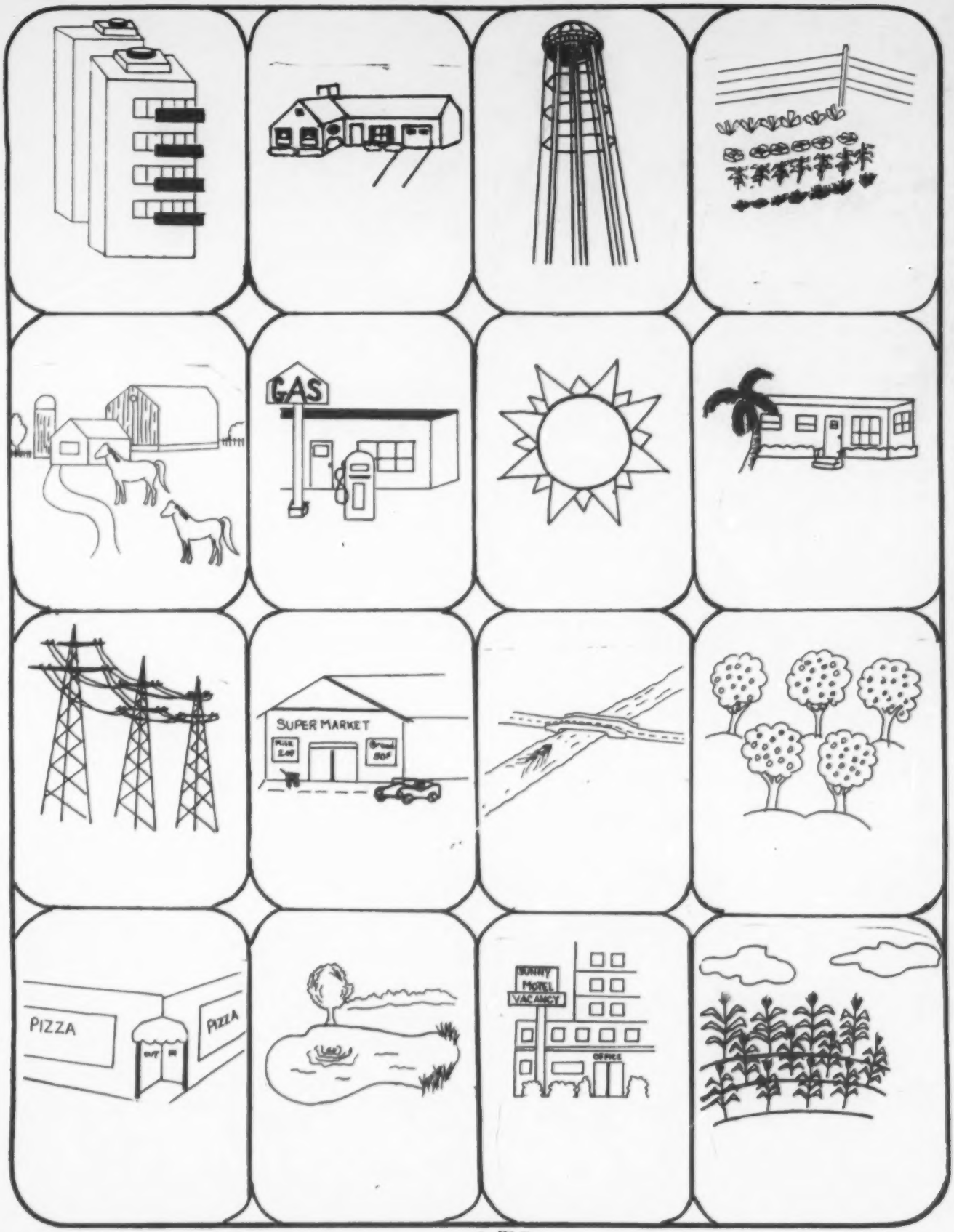

A HUMAN-DESIGNED COMMUNITY IS A PLACE WITH HOUSES AND BUILDINGS WHERE PEOPLE LIVE.

Human-designed Community

A PINE FLATWOODS IS A FLAT, SUNNY AREA WHERE PINE TREES AND PALMETTOS GROW.

Pine flatwoods

A CYPRESS SWAMP IS A LOWLAND WHERE CYPRESS TREES STAND WITH THEIR ROOTS SOMETIMES COVERED WITH FRESH WATER.

Cypress Swamp

A POND IS A SMALL AREA OF WATER WHERE MANY ANIMALS LIVE.

Pond

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